

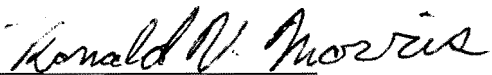
A Leader for Diversity: Martin Luther King, Jr.

An Honors Thesis (HONRS 499)

by

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Abstract

The United States of America has had many great heroes that have inspired Americans to change for the better. One of these great leaders is Dr. Martin Luther King, Jr. King forced Americans to think about the issue of race relations in the United States. Through his leadership and example, King was able to inspire many people to peacefully protest to change some of the corrupt laws in our country. During a time when many wanted to resort to violence, King stayed firm in his belief of love can conquer all. Following the teachings of Mahatma Gandhi, King was able to change some of the segregation laws without violence. He was honored for his work by receiving the Nobel Peace Prize in 1964. A few years later he lost his life, yet he will not be forgotten by Americans for generations to come. In order to help fulfill his dream of one day having children of all colors and races playing together, I decided to create a quilt of his life. I have used the quilt and plan to continue to use the quilt to teach my students about the life and work of Martin Luther King, Jr. Hopefully by educating others, prejudice may completely disappear from the United States.

Acknowledgements

First, I would like to thank my advisor, Dr. Ron Morris. Dr. Morris offered some great suggestions for my lesson plans that accompanied the quilt. He made sure that I had my students wrestle with the controversial issues surrounding Dr. Martin Luther King, Jr. I appreciate the advice and the time that he dedicated to my project.

Next, I would like to thank Mrs. Larkey and her second grade class at Aboite Elementary School in Fort Wayne, Indiana. Mrs. Larkey assisted me in teaching my lessons on Martin Luther King. She also gave me encouragement throughout the semester on my quilt. The second graders did a wonderful job of learning about Dr. Martin Luther King, Jr.

I also would like to acknowledge my friend, Abbey Malloy. She taught me how to use the sewing machine which made putting the squares of my quilt together a lot easier.

Finally, I would like to thank my family for their encouragement the last six months as I worked on my quilt. I appreciate my siblings' interest in my project. They made my trips to the fabric store more fun. They also kept me company when I spent my weekends sewing.

The Quilt



For my quilt on Martin Luther King Jr., I chose to make twenty squares. There were many events that happened in King's life; therefore I felt that I needed quite a few squares. I, however, did not want to make the squares too small, so I limited my squares to twenty. I chose to make my squares 8.5 by 11 inches because I felt that was a good size to include enough details about Martin Luther King. I decided to have four squares per row, and five rows altogether. I felt that this would make my quilt a good size for all to see.

The background of the quilt is striped red and white. I wanted the background to look like an American flag since Martin Luther King was a great American leader. I believe that the quilt gives the effect that I wanted by having the American flag background. I chose a navy blue for the back of the quilt to complete the red, white, and blue that the United States flag possesses.

Choosing which events to include in the twenty squares was a hard task. Martin Luther King participated in many activities and was known for many events. To limit my squares to twenty, I decided to not include any squares of his childhood. I did inform my students of some of Martin Luther King's childhood when I taught my lessons. I felt the students would be interested in learning about his childhood. King's childhood shows why he ended up a leader as an adult.

Once I decided to just focus on King's adulthood, it was easier to choose which events I should include. I knew that I would need King as a pastor to begin his adulthood and King's funeral to end the quilt. Then I chose some of the most important events that King is remembered for such as winning the Nobel Peace Prize, leading the Montgomery bus boycott, leading sit-ins and protest marches, and making speeches. I made sure to put the squares in the order of his life by having them go across the first row, then the second, then the third, the fourth, and finally the fifth row.

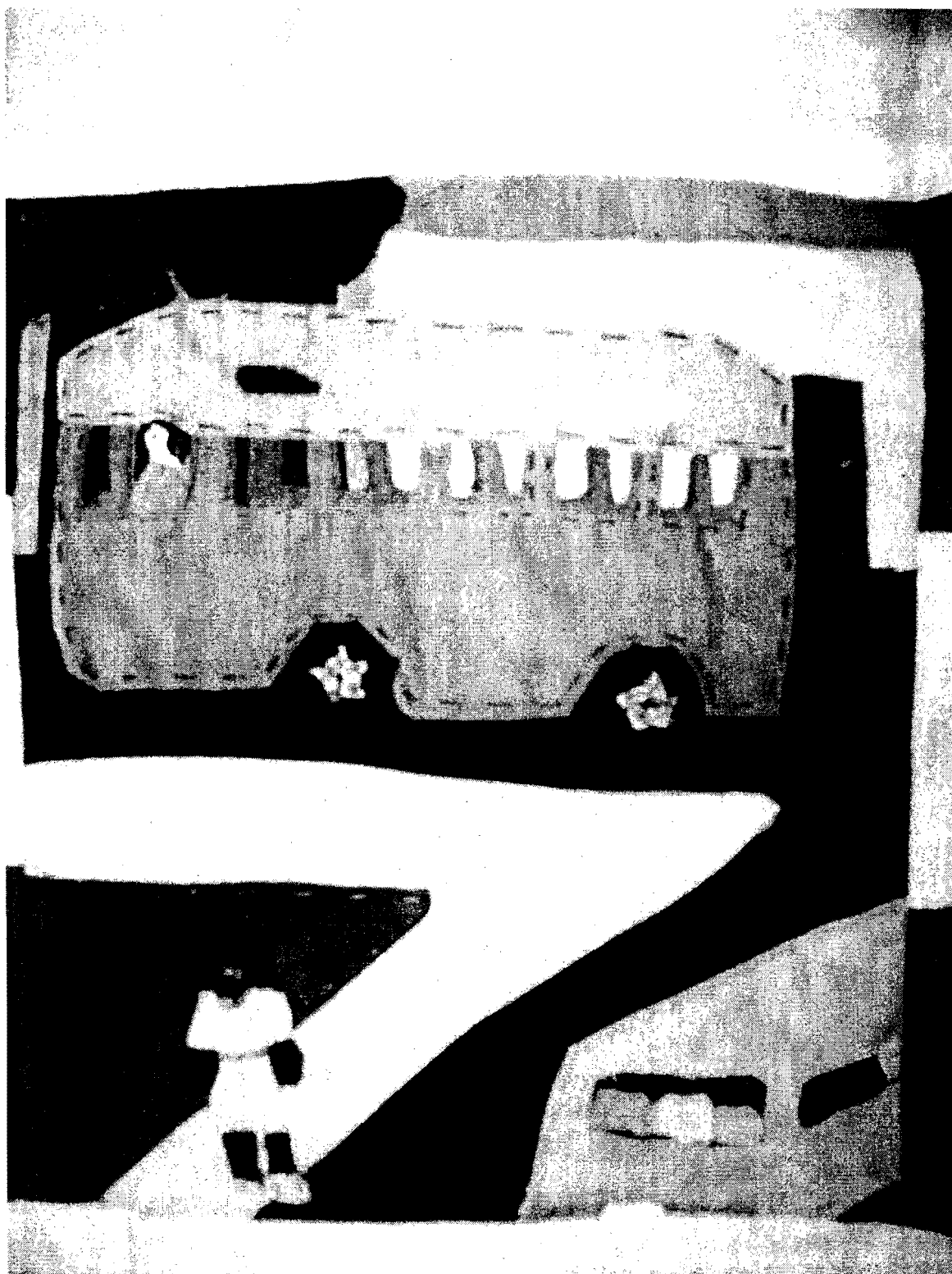
Square 1



This first square starts when Martin Luther King's preaching career began. King is shown at the pulpit of his church waving at his parishioners. I chose this square because I wanted to start with the beginning of his adult life. I wanted my students to learn that Martin Luther King, Jr. was a preacher and leader of his church just as his father and grandfather were too. Because of his great leadership qualities, Martin Luther King was elected the head of the Montgomery Improvement Association.

When Rosa Parks was arrested for refusing to give up her seat to a white man on the city bus, the Montgomery Improvement Association decided to lead a bus boycott of the city's buses. King was then put in charge of leading the bus boycott in Montgomery, Alabama. As the leader, King made motivational speeches at his church to encourage the African American community to stop riding the buses until they could sit anywhere on the bus. Therefore, King is seen in this square at his pulpit making one of his speeches.

Square 2



The second square shows how the African American community bonded together to bus boycott for 385 days. In the square, there is a bus seen driving by in the background. There are no passengers on the bus, just a bus driver. There is seen a woman walking to work on the square. There is also seen a car with many passengers since the African American community organized a car pool for those people who did not own cars.

I chose this event for the second square of the quilt because I was amazed to learn how the African American community worked together to avoid riding the city's buses for over a year. King and his other leaders were able to motivate the black people who had cars to volunteer hours when they would be willing to drive their fellow community members to work, school, church, or the store. There were also many black community members who chose to walk the distance to work rather than take the bus. I feel that it is important for students to learn how people are able to work together peacefully to make changes in their communities.

Square 3



In the third square, Dr. Martin Luther King, Jr. is seen making a speech at his church during the bus boycott. King is at the pulpit encouraging his community members to car pool or walk to work. He was able to motivate the African American community to avoid the buses for 385 days. At some points in the bus boycott, people would become discouraged and want to quit the bus boycott. Yet, King was determined that they would change the law if they were persistent with the boycott.

In making the quilt, I made sure to choose different shades of skin color. I wanted to make sure that I represented the diverse spectrum of skin colors. Also, I included a white person within the African Americans to show that there were some white people that supported the boycott. Yet, it took a lot of persuasion from Martin Luther King to receive support from the white community's church leaders.

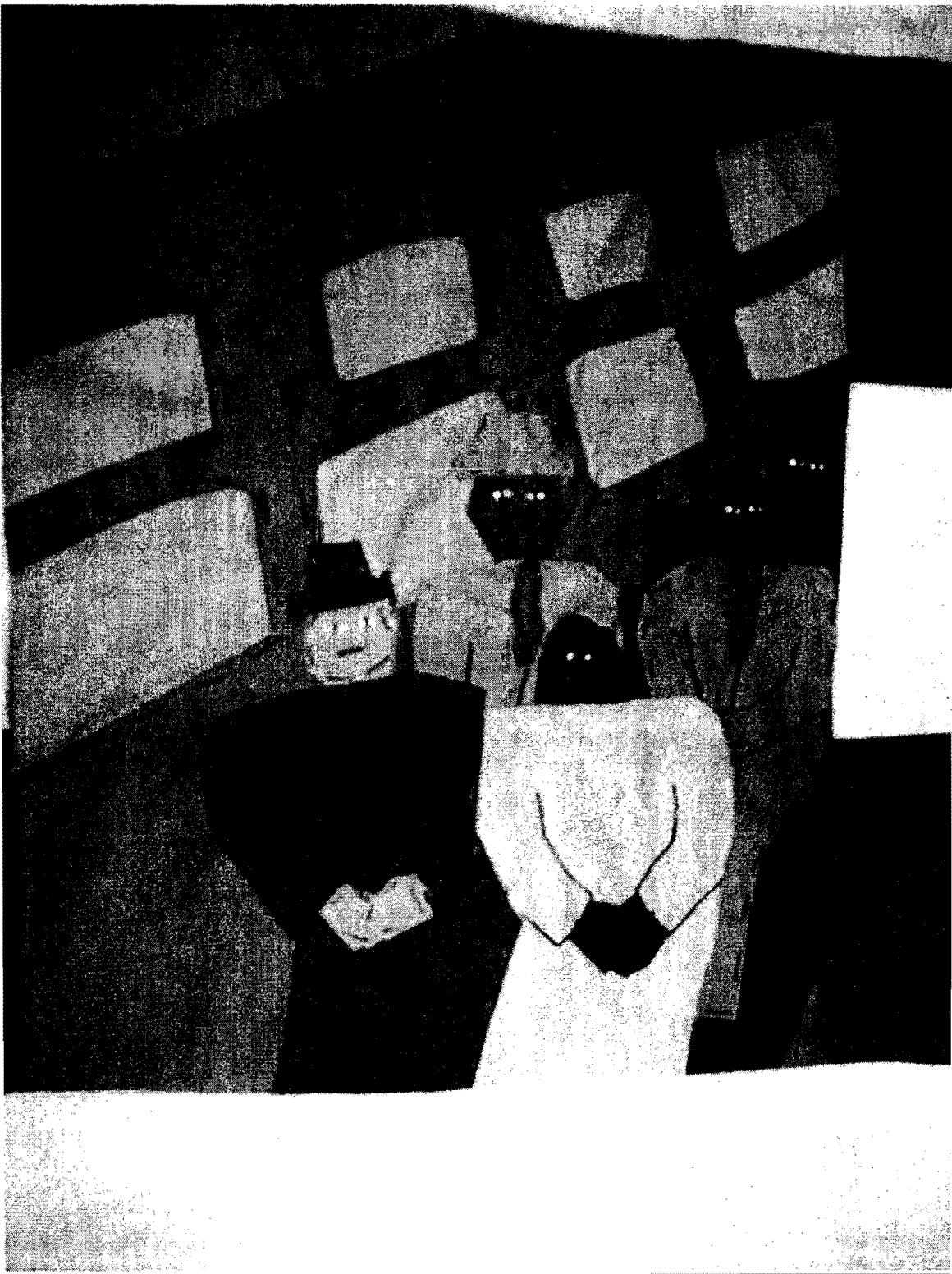
Square 4



In the fourth square of the quilt, Martin Luther King is seen being arrested by two police officers. King was often arrested when he led protests. There were many instances when King spent a brief period of time in jail. For his involvement in leading the bus boycott, King was arrested for speeding when he was driving a car pool of people. Arresting the leader of the Montgomery bus boycott, however, did not stop the people from boycotting.

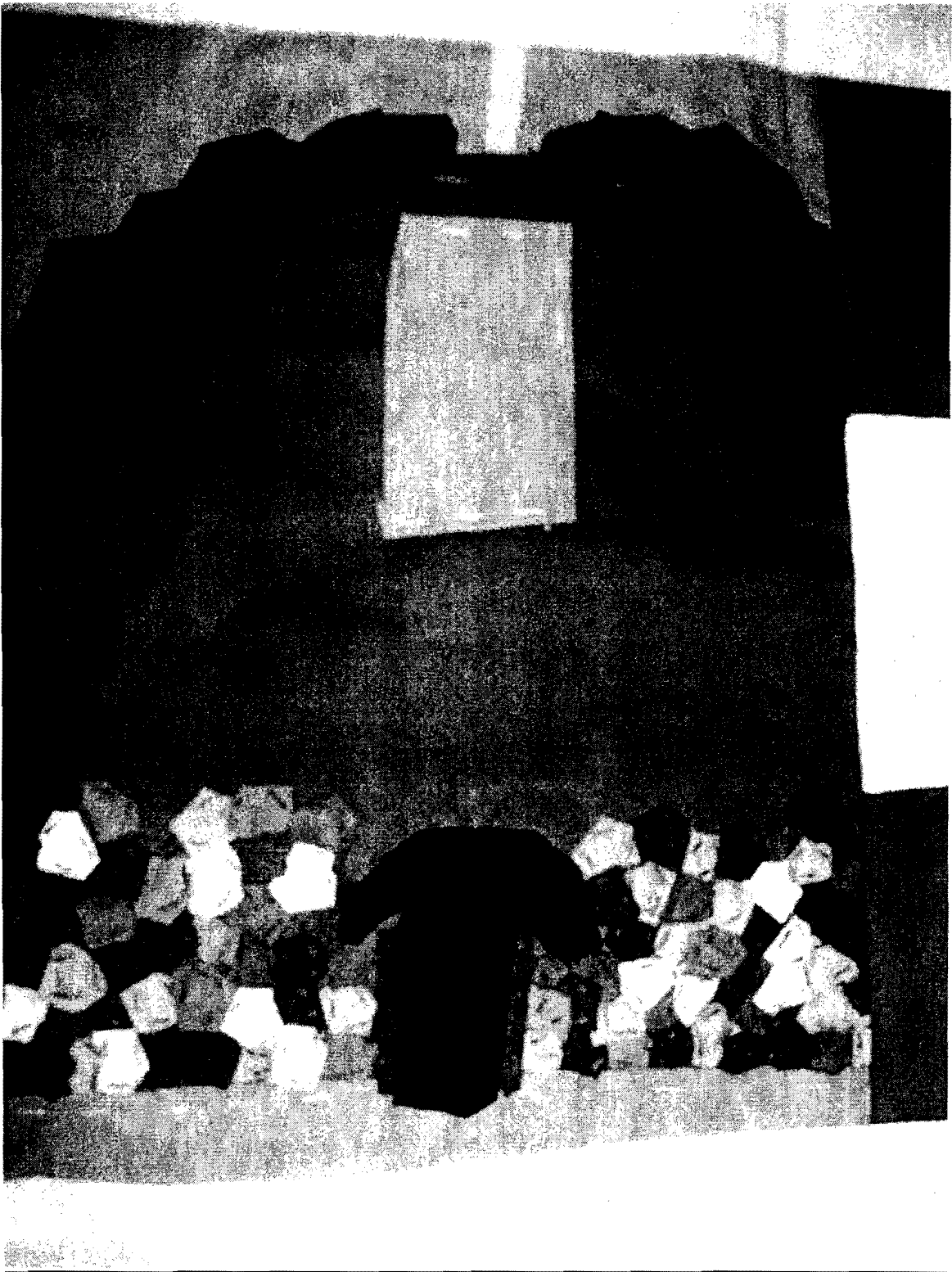
I included this quilt square to show the students that protesting can lead to some time in jail. Yet, King believed that it was an injustice to not be able to sit anywhere on a public bus and felt that he had to do something to stop that problem. Therefore, it is important for students to learn that they should stand up for what they believe in and change injustices.

Square 5



In this square, Martin Luther King is seen riding a bus after the law was changed in Montgomery so that black people could sit anywhere on the bus and did not have to give up their seats to a white passenger. It took over a year of boycotting, but Martin Luther King and his community was able to change the unjust law. I included this square to show the students that it is possible to change laws. If students see any injustices in their community, they too may peacefully be able to change those injustices.

Square 6



In this square of the quilt, Martin Luther King is seen in the nation's capital addressing a crowd of people. King was invited to speak at the Prayer Pilgrimage in Washington D.C. The Prayer Pilgrimage opened the eyes of many Americans. The Prayer Pilgrimage was shown on national TV. It was one of the first times that white Americans were able to see a large number of African Americans peacefully assemble to pray for changes in the segregation that was dividing the races in the United States.

I felt that this was an important event to include in the quilt, since it was one of the first times that King was seen nationally. King had grown in importance due to his successful leadership in the Montgomery bus boycott. He was then able to pray and motivate black Americans all across America to peacefully protest for equal rights. I felt that it is important for students to learn how King was known nationally and was able to motivate people to protest nonviolently.

Square 7



In this square, Martin Luther King is participating in one of the sit-ins at a restaurant. King was tired of not being able to eat with his white friends at white restaurants. He felt that he should be allowed to eat at any restaurant. Therefore, he helped organize and participate in sit-ins at white restaurants in the south. He was even arrested again for participating in these sit-ins.

It is important to include the sit-ins, so that students learn about more of the injustices that were occurring in America during that time period. Students should realize that at one point in American history, black and white people had separate restaurants, schools, churches, bathrooms, and even water fountains. This square of the quilt lets students reflect on how they would feel if they could not eat at any restaurant that they wanted to or had to go to a school that had less money to spend on supplies.

Square 8



In this square, Martin Luther King is seen leading a protest down a neighborhood street. King organized and led many protests in his lifetime. In each protest, he stressed to the protesters to be nonviolent, even if police officers or angry citizens attacked them. He believed in Gandhi's example of peaceful protests. He was going to change the unjust laws through love, not hate.

This square is important to include in my quilt because it shows how King was able to organize people to walk down the streets of their city peacefully to bring to people's attention the injustices that were occurring in the city and nation. Students need to realize how important it was for black people in America to stand up for their rights. They need to learn how prejudice can hurt people and should be stopped.

Square 9



In this quilt square, Dr. Martin Luther King, Jr. is seen in a jail cell. King was arrested many times during his life. White community members thought that if they arrested the leader of the protests, then the black community would return to normal. However, every time King was arrested, his community members would raise the necessary funds to pay his bail from jail. King was a very important leader to his community. They would continue to protest even when their greatest leader was arrested.

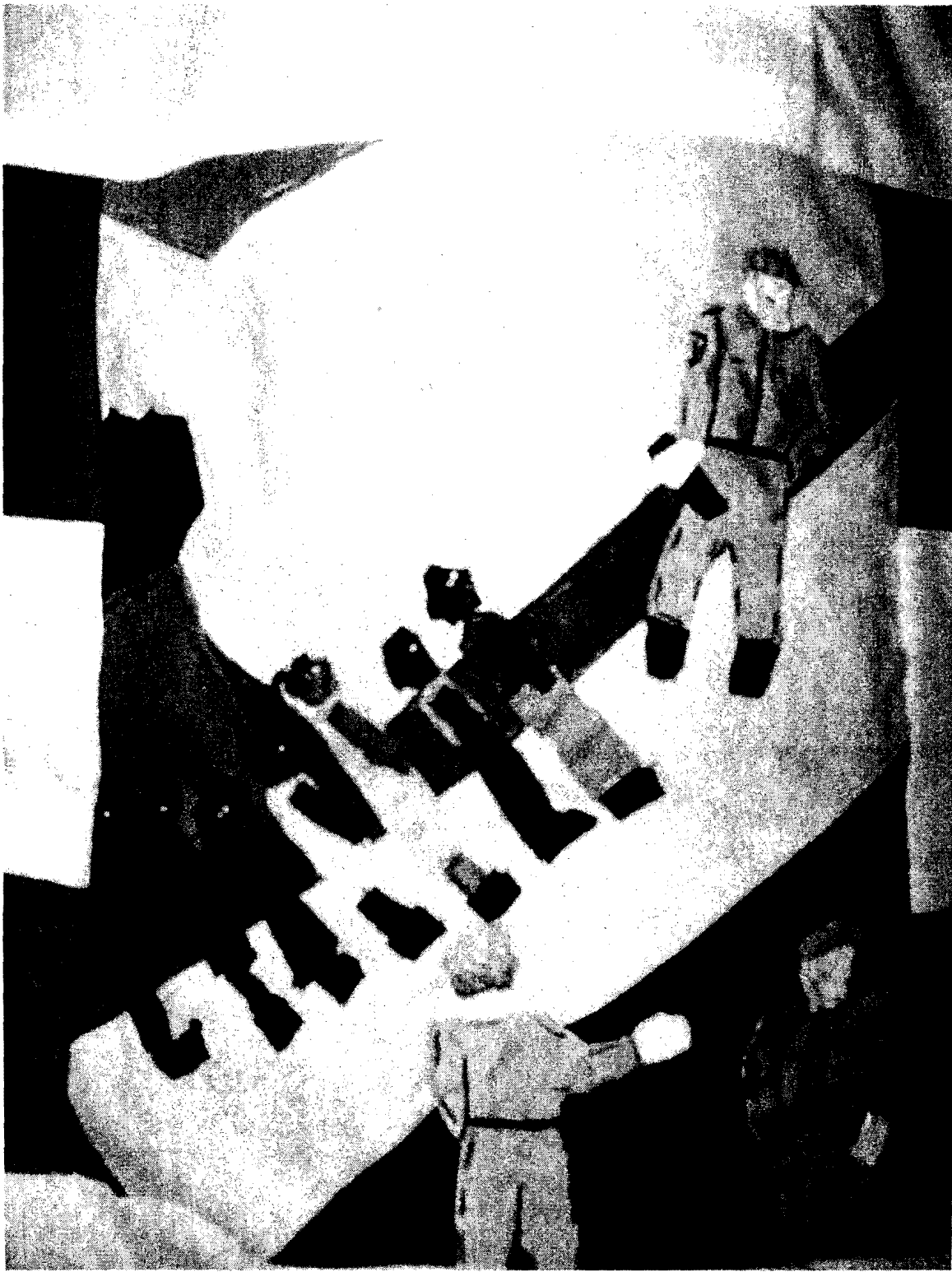
This square was included on my quilt to teach students that standing up for what you believe in can be a hard thing to do. Yet, having community members working together for change can be a very rewarding experience. Students will learn that King used his time in jail to write to other community leaders to have them motivate others for the cause.

Square 10



In this square of the quilt, some protesters are being sprayed with fire hoses by some police officers. I included this quilt square so that students will learn of the dangers that the protesters endured. Besides fire hoses, there were also police dogs and officers with clubs that would beat protesters. It was amazing that most of the protesters would surrender to the cruel treatment. They would not fight back with violence. King was an inspirational speaker motivating his protesters to fight the violence with peace. His ability to keep his people from fighting back won many people to his cause when they saw TV images of the officers attacking peaceful protesters.

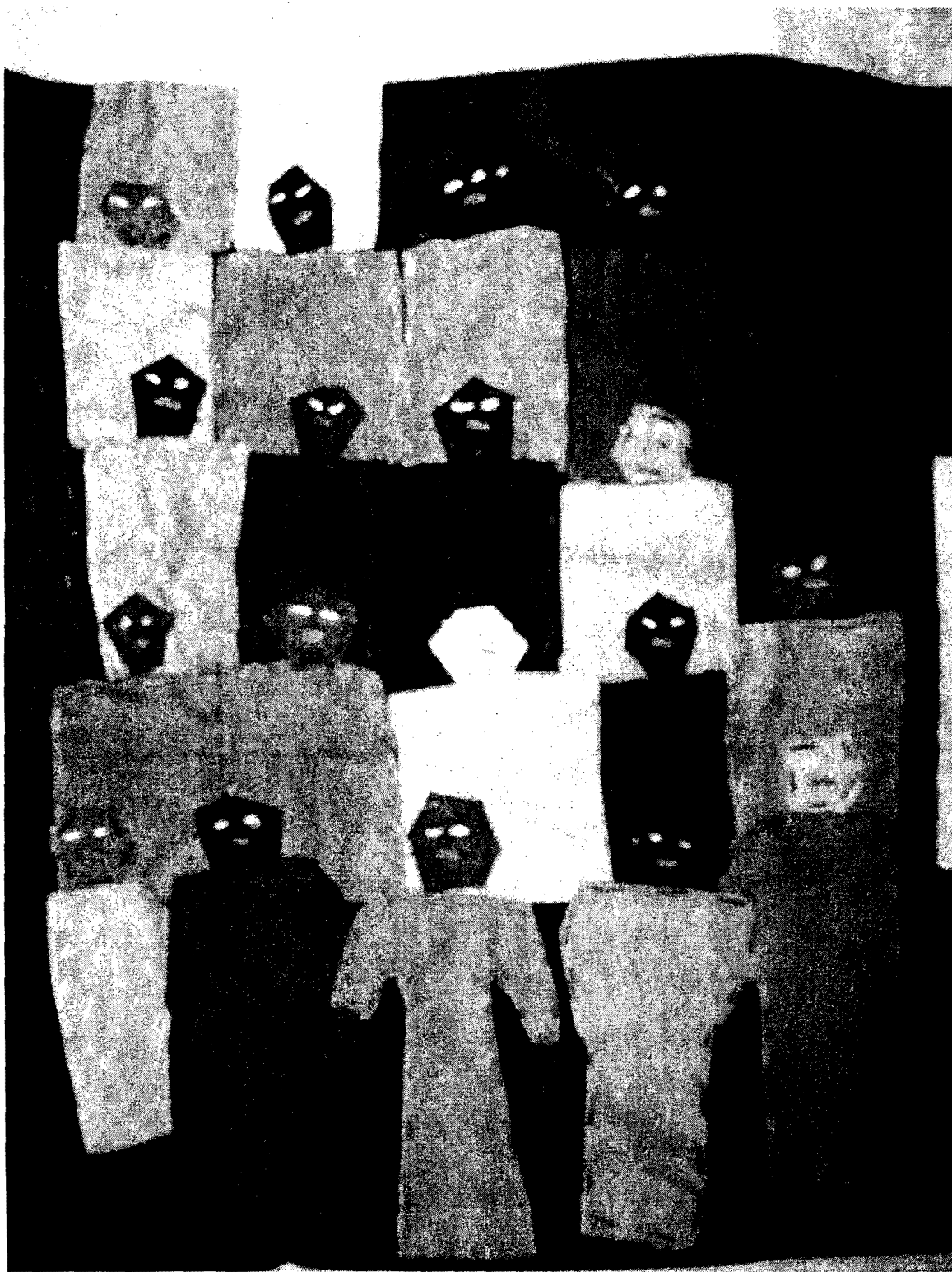
Square 11



Seen in this square is the Children's Crusade. When many of the black adults were arrested for protesting, they sent their children out to protest too. The children were arrested for truancy from school. The jails were so crowded that the children had to be kept in school gyms until their parents could get them. The black community wanted to show the white community that the whole black community wanted the segregation to end, including the children. They would all unite to bring changes to the community.

I felt that this was an important event to include in the quilt because it can show my students that even children can make a difference in their community. Children can help the adults in their community and can stand up for what they believe. It takes teamwork to change the laws in our country, but when people work together unjust laws can be changed.

Square 12



In this square, Martin Luther King is leading another peaceful protest, this time in Washington D.C. The protesters wanted equal rights. They wanted better pay at their jobs. They wanted their children to be able to go to the same schools as white children. They wanted all the segregation in the country to end. King was influential in motivating the nation to listen to the protesters and to move towards equal rights for all people.

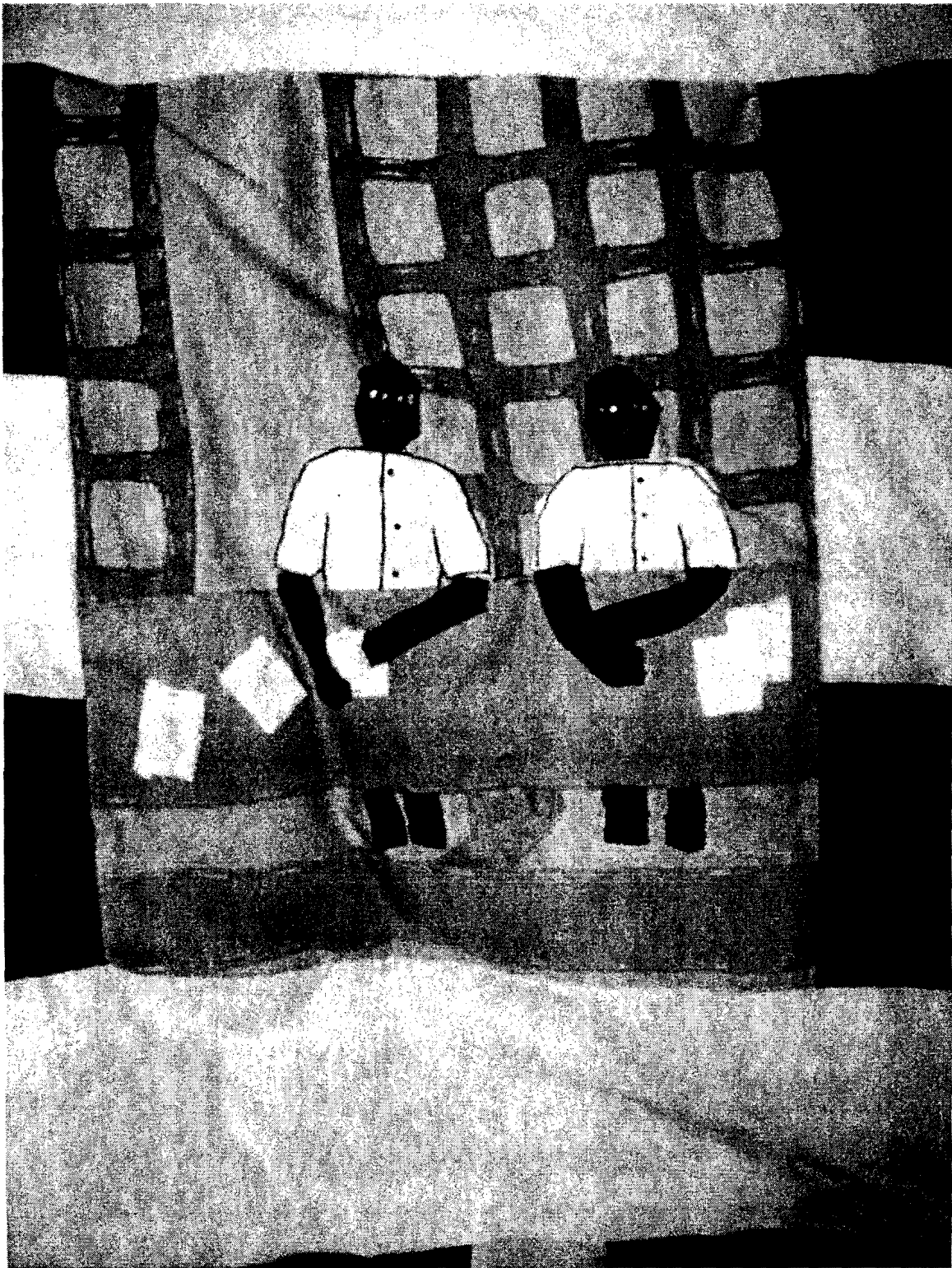
This quilt square was included to show students that Martin Luther King organized many peaceful protests. These protests took place in different places in the country. He is especially famous for the protest in Washington D.C. due to his *I Have a Dream* speech. He was an excellent role model for protesting without violence.

Square 13



In this square, Martin Luther King is in Washington D.C. addressing a crowd of protesters. This is a representation of Martin Luther King's famous *I Have a Dream* speech. During discussing this quilt square with students, part of his famous speech can be shared with the students. Then students will be able to hear what a great motivator and speaker Martin Luther King was. Students will be able to reflect on some of King's most powerful words.

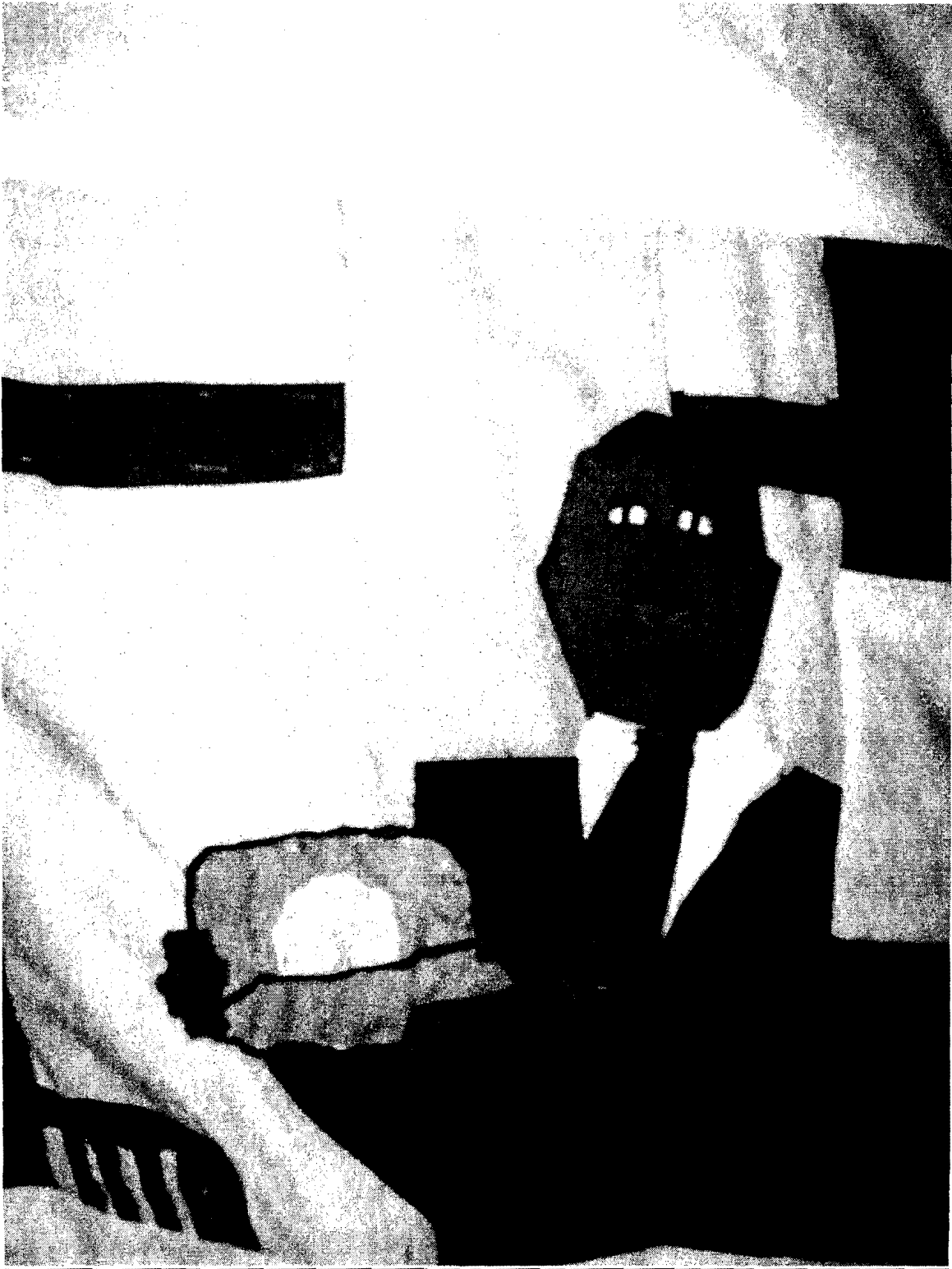
Square 14



Yet again Martin Luther King is pictured in jail. This time he is seen with another civil right's leader. The two of them are busy writing letters to church leaders all over their city. They wanted to motivate the white church leaders to involve their congregations in the civil right's movement. By writing letters, King was able to use his time in jail to still motivate others to protest peacefully.

Students will learn how important it is to involve the whole community in making changes for the better. Even when in prison, King was still trying to make a difference. He was still able to motivate others to protest for equal rights. Students will learn how hard King worked for equal rights for all people.

Square 15



In this square of the Martin Luther King quilt, King is seen receiving the Nobel Peace Prize. Students will learn what the Nobel Peace Prize is and why Dr. King won the prize. They will realize that people all over the world admired Martin Luther King for his ability to motivate people to protest nonviolently. Sometimes people are given recognition when they work hard to bring change for the better of the community. Hopefully students will be motivated to make their community better too.

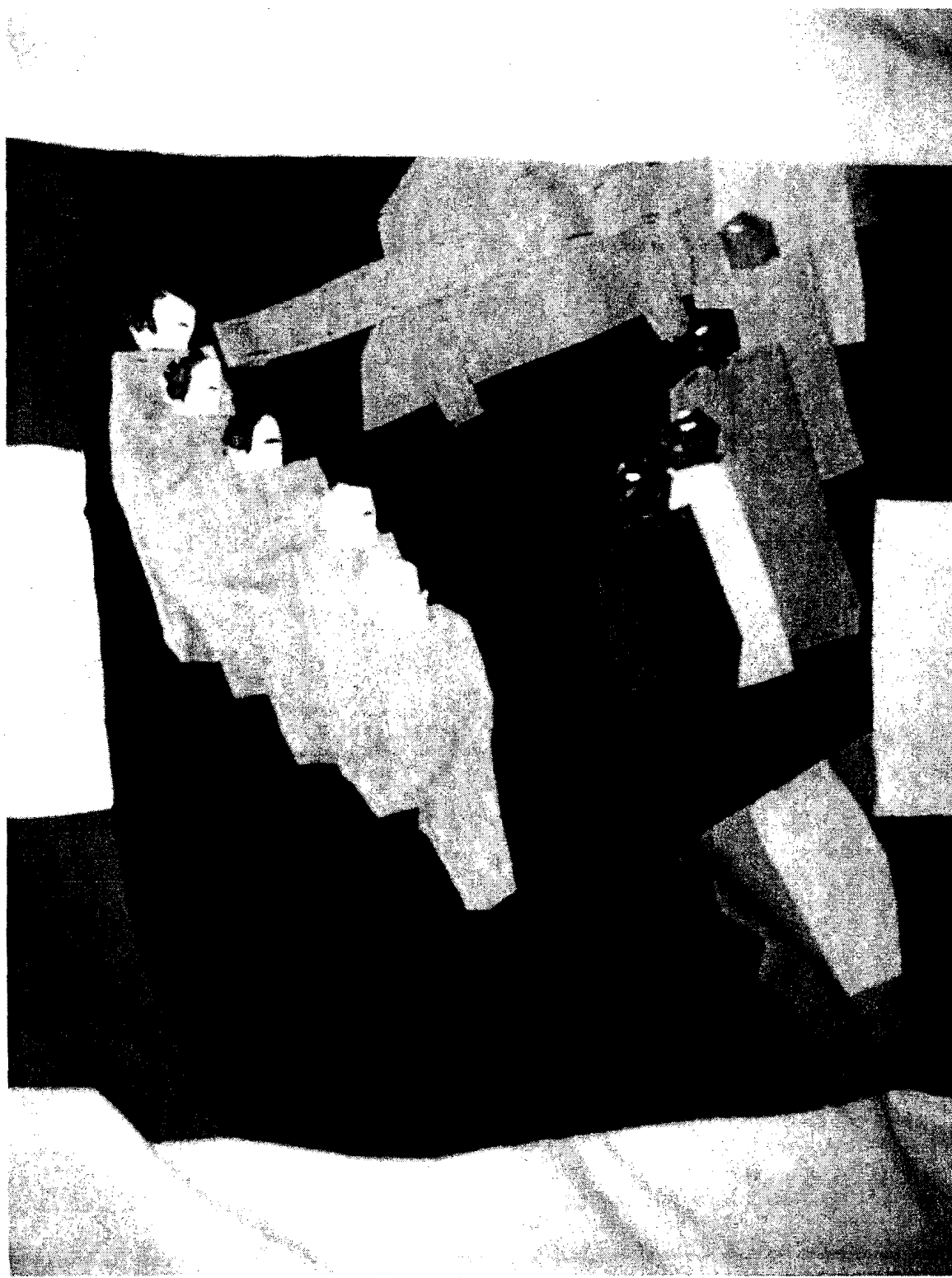
Square 16



In this square, King is leading another protest for equal rights.

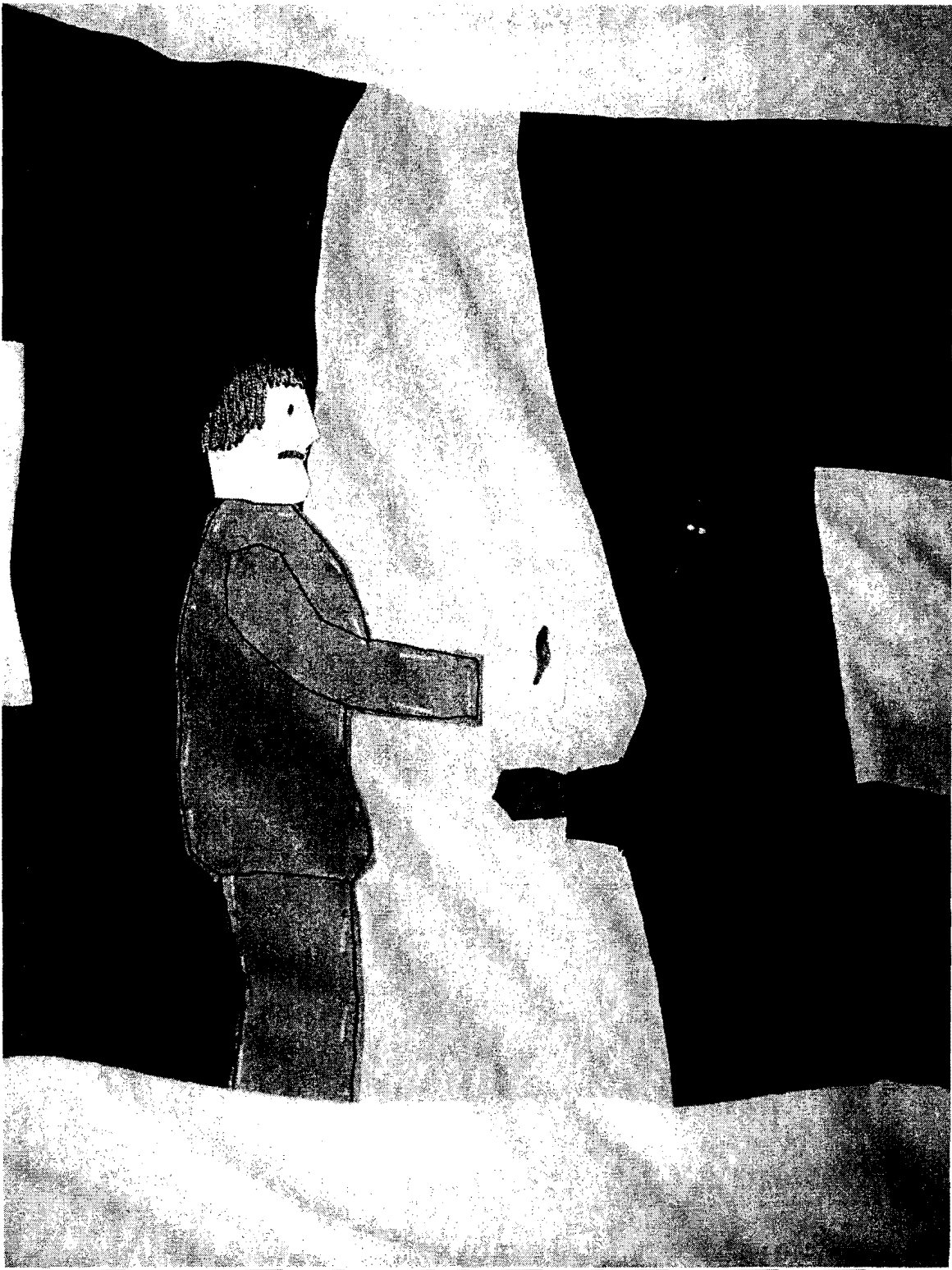
Sometimes the protesters carried flags or signs when they walked. The protesters would often hold hands and sing songs to keep themselves united and motivated to continue to walk. The protesters often walked many miles to reach the building in their state or city where the laws are made. Students will listen and sing some of the songs that the protesters sang to see how the protesters stayed strong in their will to walk so far for what they believed.

Square 17



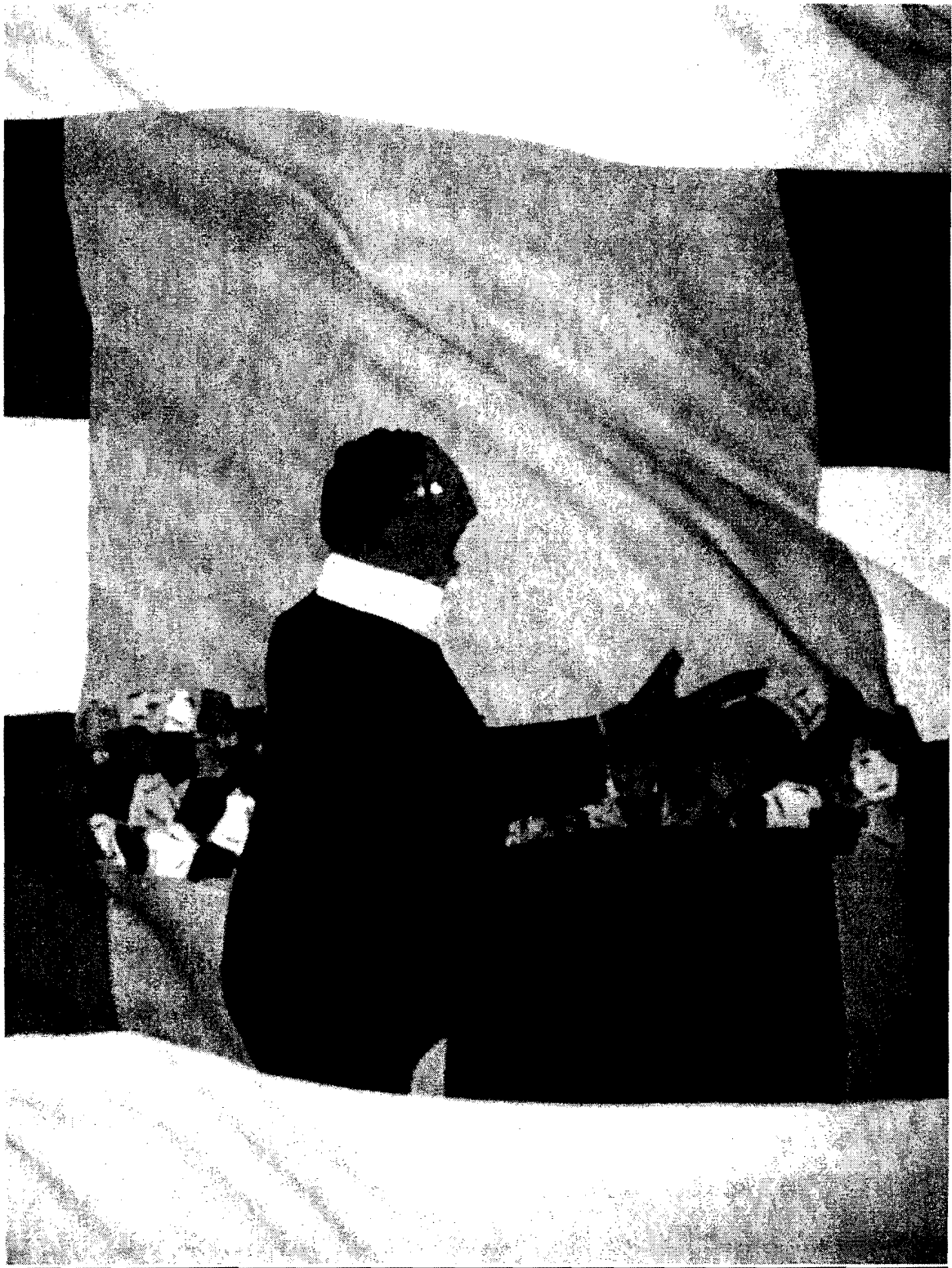
In this square the protesters are encountering a blockade of police officers on the other side of a bridge. The protesters would like to peacefully continue to walk to the statehouse, but the officers are blocking their way. I chose to include this square on the quilt to teach my students that the civil right's movement protesters often ran into law enforcement officers that would not let them continue their marches. The protesters would try to peacefully continue and then the officers would beat and arrest the protesters. I think that it is important for students to learn about the violence that had occurred with some of the marches so that history will not repeat itself in the future.

Square 18



In this square, President Eisenhower is seen giving Martin Luther King the pen that he used to sign the civil rights law into effect. This event was important to include in my quilt so that students will learn how hard work and dedication can pay off. King worked very hard to organize and motivate his people to peacefully protest. Thankfully, by his actions, King was able to change some of the laws in the United States for the better.

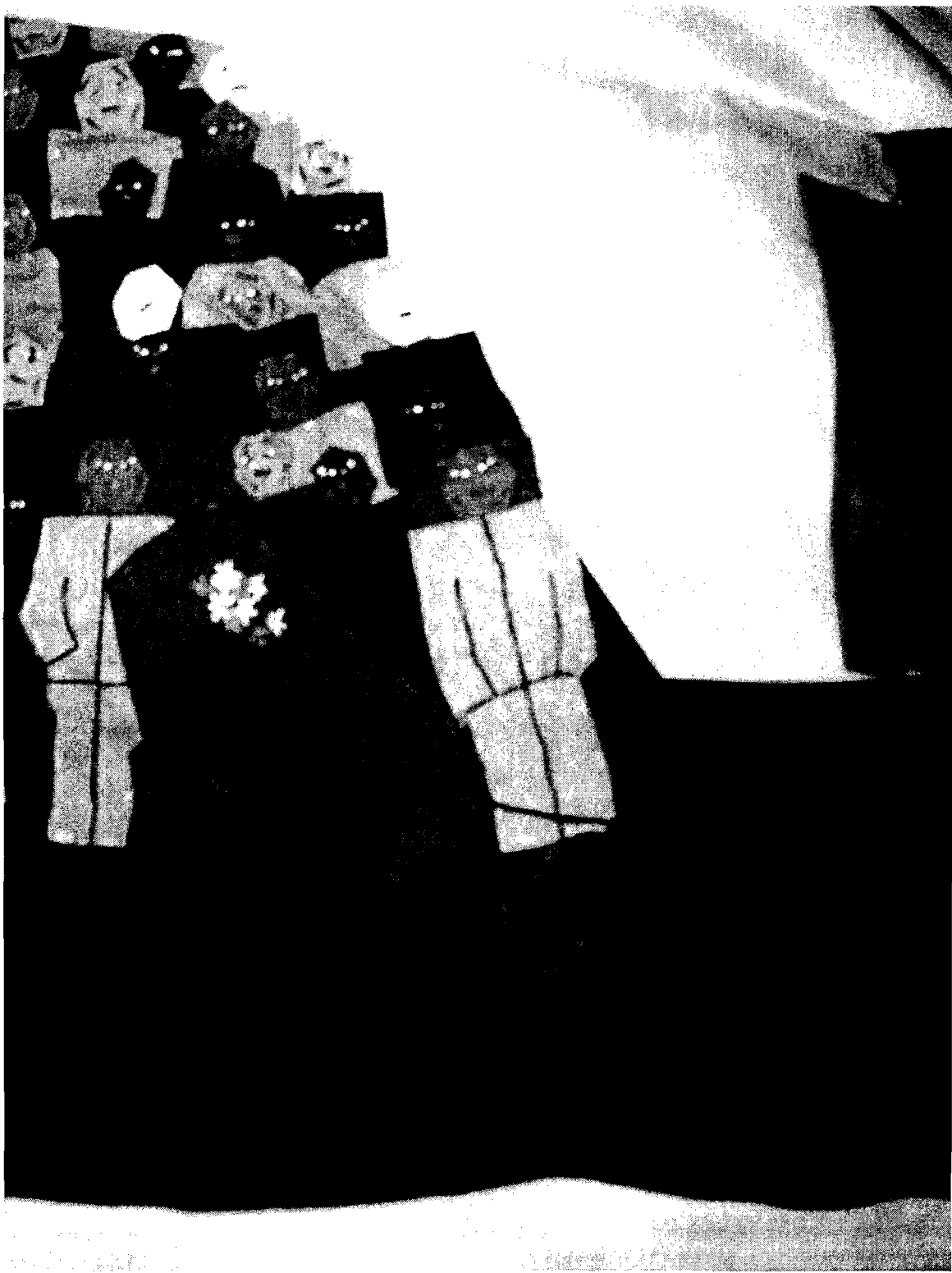
Square 19



In this quilt square, Martin Luther King is seen speaking to a crowd in Chicago. King moved his family to live in the ghetto of Chicago with other African Americans so that he could experience what it would be like to have been born black in Chicago. King wanted to help stop the redlining that was taking place in Chicago. Blacks were being forced to live in the poorest areas of the city and they could not seem to get out of those areas.

Unfortunately, a lot of redlining still exists today in America. By presenting this information to students, hopefully they will welcome people of different races and cultures into their neighborhoods. Maybe one day people of all races will be able to live next to each other peacefully. Students will hopefully not feel afraid when people who are different than them move into their neighborhoods.

Square 20



In the last square, Martin Luther King's funeral procession is shown. Students will learn how King was shot and killed while he was trying to help garbage collectors protest for better pay in Tennessee. King had experienced death threats before. His house had been bombed and he had been stabbed once. Yet, King felt he had a mission to bring equal rights to all. Therefore, he did not let the death threats deter him from leading the civil rights movement.

Unfortunately, King was killed while he was still in his forties. Yet, he will be remembered by all Americans for his amazing work at changing some of the laws of the United States of America. Students will learn how important it is to remember those that have contributed a lot to our society.

Lesson 1

Susana Andrews
Social Studies

2nd Grade
December 4-5, 2006

Standard: Standard 1: Historical Knowledge: Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of past and present influence lives.

Indicator: 2.1.1 Listen to historical stories and compare daily life in the past and present.

Standard: Standard 2: Civics and Government: Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

Indicators: 2.2.1 Discuss the rights and responsibilities of citizens of the school and community.

2.2.4 Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.

Standard: Standard 5: Individuals, Society, and Culture: Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community.

1. **Materials:** One KWL chart per student, one pencil per student, *Martin's Big Words* by Doreen Rappaport, Martin Luther King quilt, story puppets, one large rectangle of construction paper per student, six small squares of construction paper per student, crayons, markers, scissors, glue.

2. **Objective:** The students will apply their understanding of how Martin Luther King, Jr. made a difference in America by creating a quilt with four events from King's life and two ways that they can make a difference in their community.

3. **Motivation:** I will begin the lesson by having the students fill out a KWL chart on Martin Luther King, Jr. They will write down what they already know about King and what they want to learn about King. Then the students will share their ideas with the class.

4. **Goal for Learner:** Boys and girls, today we are going to learn about Martin Luther King. We will listen to a story about his life, view a surprise about him, talk about why King was a good leader, and make a quilt of his life with four facts that we learned about King and two ways that we can make a difference in our own community.

5. **Content and Procedures:** Now, I will read *Martin's Big Words* by Doreen Rappaport to the students. I will stop throughout the book to add more details about King's life and for the students to reflect on what has happened in King's life. After finishing the story, I will have the students review some of the major events in King's life. Then I will unveil my Martin Luther King quilt. I will use the quilt and some story puppets to review the life of Dr. Martin Luther King, Jr. The students will also work in groups throughout all

of this to reflect on King. Students will think about and discuss such issues as: How they would feel if they were told to give up their seat on the bus? What characteristics make a good leader? Why is King a good leader? Do they think King was right to have his protesters be nonviolent when they were being attacked violently by others? What are some rights that all people have? How do we make sure that everyone has these rights? What are some things that we can do in our community to make a difference? Would you have gotten involved with the civil rights movement? Would you have been able to peacefully protest? Do you think everyone liked what King said? Why do you think some people would disagree with King? How are things different in the United States because of Martin Luther King and the civil rights movement? Why is it important to learn about Martin Luther King? Students will discuss these issues and more with a small group. Then they will share their ideas with the class.

6. Practice/Application: Now students will create their own quilt. On the quilt students must have four facts that they have learned about Martin Luther King. They must also include at least two ways that they can make a difference in their communities.

7. Evaluation of Student Learning: I will evaluate the students over their quilts of Martin Luther King's life and the ways that they can make a difference. I will make sure that each student has at least four facts about Martin Luther King and two ways that they can help their community change for the better.

8. Closure: I will review with students the major events of Martin Luther King's life. I will ask students why it is important to learn about Martin Luther King. Students will be reminded that they too can make a difference in their communities. Students will also be reminded how King has helped to bring more rights to all Americans.

Lesson 2

Susana Andrews
Social Studies

2nd Grade
December 6-7, 2006

Standard: Standard 1: Historical Knowledge: Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of past and present influence lives.

Indicator: 2.1.1 Listen to historical stories and compare daily life in the past and present.

Standard: Standard 2: Civics and Government: Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

Indicators: 2.2.1 Discuss the rights and responsibilities of citizens of the school and community.

2.2.4 Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.

Standard: Standard 5: Individuals, Society, and Culture: Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community.

1. **Materials:** One pencil per student, Scholastic Video Collection: *Martin's Big Words*, Martin Luther King quilt, *Dr. Martin Luther King, Jr.: A Historical Perspective* video, paper for students to make puppets, scissors, crayons, glue, KWL charts, one MLK event explanation per group.

2. **Objective:** The students will apply their understanding of how Martin Luther King made a difference by writing at least five facts about Martin Luther King on their KWL charts.

3. **Motivation:** I will begin the lesson by having the students view the video-version of *Martin's Big Words* by Doreen Rappaport to review the major events of King's life.

4. **Goal for Learner:** Boys and girls, today we are going to review the important events of Martin Luther King's life and how he made a difference. We'll make some puppet shows or skits about King's life and finish filling out our KWL charts on what we learned about King's life.

5. **Content and Procedures:** First, I will show a couple clips from the *Dr. Martin Luther King, Jr.: A Historical Perspective* video. The clips will be from chapter 1: A Young King, and chapter 11: King's Legacy. The students will be able to see video of King and hear his voice. Then the students will take a look at the Martin Luther King quilt again. This time students will explain what the squares represent to their classmates in groups.

6. **Practice/Application:** Now the students will be divided into five groups. Each group will be presented with one major event from Martin Luther King's life. They must then

come up with a skit or make puppets to act out the event. The five events will be the bus boycott, a sit-in, a protest march, King speaking to a crowd, and King being arrested and what he might have done in jail. The students will then present their skits or puppet shows to the class. After each skit, students will discuss how that event was important to society. Students will discuss how they would have felt to participate in that event. Students will also discuss in their groups and then with the class what rights and responsibilities that all people should possess. After the skits and some reflection on why the skits were important, the students will then take out their KWL charts. They will write down at least five facts about Dr. Martin Luther King, including how he helped to change the nation.

7. Evaluation of Student Learning: I will evaluate the students over their KWL charts. I will make sure that each student has at least five facts about Martin Luther King, including one on how he helped to change society for the better.

8. Closure: I will review with students how Martin Luther King made a difference. I will also have students review why it is important to learn about Martin Luther King. Students will review how King has helped to change America and why he was a good leader. We will also review the ways that we can make a difference in our communities.

Lesson 3

Susana Andrews
Social Studies

2nd Grade
December 8, 2006

Standard: Standard 1: Historical Knowledge: Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of past and present influence lives.

Indicator: 2.1.1 Listen to historical stories and compare daily life in the past and present.

Standard: Standard 2: Civics and Government: Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

Indicators: 2.2.1 Discuss the rights and responsibilities of citizens of the school and community.

2.2.4 Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.

Standard: Standard 5: Individuals, Society, and Culture: Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community.

1. **Materials:** One pencil per student, one blank paper per group, Martin Luther King's *I Have a Dream* speech, one *Keeping the Dream Alive* booklet per student.

2. **Objective:** The students will apply their understanding of how Martin Luther King made a difference and how they can make a difference by correctly reflecting in their *Keeping the Dream Alive* booklets.

3. **Motivation:** I will begin the lesson by having the students list the characteristics of a good leader.

4. **Goal for Learner:** Boys and girls, today we are going to review how Martin Luther King made a difference and decide how we can make a difference in our own community. We are each going to create a booklet that tells how King made a difference and how we can make a difference.

5. **Content and Procedures:** First, I will have the students work in groups to write a list of how Martin Luther King was a good leader. Then, they will share the characteristics that made Martin Luther King a good leader with the class. Next, students will work in groups to think of ways that they can make a difference in the community. Students will share their ideas with the class.

6. **Practice/Application:** Now I will read part of King's *I Have a Dream* speech to the students. The students will then share some of their dreams for the future. The students will then work individually to create a booklet called *Keeping the Dream Alive*. On the first page, the students will write a dream for the future and three things that they can do

to make the dream come true. On the second page, they will draw a picture of something that they would like to change and write how they can change it. On the third page, they will draw a picture of a present that they think Martin Luther King would have liked. On the fourth page, they will write something that has happened in their community that would have made Martin Luther King happy. On the fifth page, the students will list three things children can do to make the community more peaceful. On the sixth page, the students will draw a picture of someone who looks different than them and then write three ways that they are alike. On the seventh page, they will write how to settle difference on the playground without fighting. On the last page, they will write about a time that they worked together with a classmate.

7. Evaluation of Student Learning: I will evaluate the students over their *Keeping the Dream Alive* booklets. I will make sure that each student has correctly completed the books with effort and reflection over what they have learned.

8. Closure: I will review with students how Martin Luther King made a difference. I will also have students review why it is important to learn about Martin Luther King. Students will be reminded of how King has helped to change America. We will also review the ways that we can make a difference in our communities.

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